

Unit #1 Title: What Do the Adults In Your Family Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 2) **Lesson 2 of 3**

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

CD.8: Knowing Where And How To Obtain Information About The World of Work and Post-Secondary Training/Education

Grade Level Expectation (GLE):

CD.8.A.0K.a.i: Identify roles and responsibilities of family members in the world of work.

American School Counselor Association National Standard (ASCA):

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Student Materials: “Dear Parent” Letter/Family Member Job Role and Responsibilities (Activity Sheet) for each student to take home and use as a guide for the interview with an adult.

Counselor Materials: a BIG magnifying glass (paper or real)

“Tool Box”: A Collection Of Tools Workers Use. (See Counselor’s Resource)

Magnifying Glass Activity Sheet for each student

Markers/crayons

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts
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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Student understanding of roles and responsibilities of the various jobs will be assessed through completion of an illustration of parent (or other adult) at work (see Activity Sheet "Magnifying Glass").</p>
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Lesson Preparation

<p>Essential Questions: (addressed during lesson) What is work? What is a role? What is a responsibility? Engagement (Hook): Come to class with the big magnifying glass, pretending to look at things and people through the glass.</p>
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Procedures

<p>Instructor Procedures:</p> <p>See Counselor Resource "Tool Kit" for examples of Jobs, Roles, and Responsibilities related to specific tools.</p> <ol style="list-style-type: none"> 1. Say: "The last time I was here, we talked about why I have this big magnifying glass. Who's willing to remind everyone about why I need your help? What help do I need?" 2. Continue with – "A responsibility I gave you the last time I was here was to observe workers everywhere you went. What workers did you observe?" 3. Re-Introduce the "Tool Box" by asking students to remember one tool that was in 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students will volunteer to answer questions. 2. Students will contribute to the discussion by naming workers they saw. 3. Students tell the class one tool they remember.
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<p>the “Tool Box.”</p> <ol style="list-style-type: none"> 4. Hold up a tool (e.g. a hammer) and ask students to name the tool. Continue by asking individuals which type of worker uses the tool. Example: “Who uses a hammer as a tool at work?” 5. Ask: What “jobs” do your parents expect you to do to help at home?” “The work you do at home is your “work” and the jobs you do are your “responsibilities. Your mother and father have responsibilities in their work. All workers have roles and responsibilities.” 6. “Hold up your hand if you know what an ‘interview’ is. An interviewer is someone who asks questions and records the responses. An investigator uses the skill of interviewing. Before our next guidance lesson, you will have a chance to be an investigator. You will “play like” you are an interviewer/investigator and interview one of your parents or another adult. You will be asking adult questions about his or her work. Provide opportunity for students to practice interviewing with a partner. <p>Give each student a copy of the “Parent Letter” and the Magnifying Glass Activity Sheet. Tell students that the letter is for their parents and the magnifying glass will be used to “record” their investigation.</p> <ol style="list-style-type: none"> 7. Explain to students that, after their interview with an adult, they will use the Magnifying Glass Activity Sheet to record (draw) one adult doing his or her job. (The Activity Sheet will be completed at home and returned to classroom teacher or counselor for use in the next guidance lesson). 8. End session by commenting on specific “investigator” characteristics and 	<ol style="list-style-type: none"> 4. Students will contribute to the discussion by naming the tool and a worker who would use the tool. 5. Students will contribute to the discussion by identifying responsibilities they have at home 6. Students will contribute to the discussion by telling what they know about interviewers and interviewing. They will participate in the practice interview. 7. Students will ask clarifying questions and will summarize what they are to do at home. 8. Students take home the Parent Letter and Magnifying Glass Activity Sheets.
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commend the class on being good investigators of people at work.	
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Teacher Follow-Up Activities

Classroom teachers will be encouraged to follow through on lesson by using the vocabulary words: role, responsibility, skills, tools, investigate, work, workers as a part of other class activities. Encourage students to ask workers about their work.

Counselor reflection notes (completed after the lesson)

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PARENT LETTER/FAMILY MEMBER JOB ROLE AND RESPONSIBILITIES: Activity Sheet

Dear Parent of Kindergartener:

Today we began discussion of the roles and responsibilities of various jobs. During our next session, students will begin the creation of a classroom book to illustrate the jobs that family members have and the roles and responsibilities of those jobs. In order for your child to complete his/her page in the classroom book, please complete the following information and return to the school by _____.

Thank you in advance for your help in this project.

My _____ (insert family member: mother, father, grandparent, brother, sister, etc.) has a job as a _____ (insert job name). At this job, he/she

(Insert brief description of role and responsibility family member has in his or her job).

MAGNIFYING GLASS ACTIVITY SHEET